**Lesson Plan 1**

**Teacher Candidate:** Danae Nizamuldin

**Grade Level:** 11th **Date of lesson:** Fall 2015

**Content Standards:**  
11SS7: Students analyze U.S. participation in World War II.  
11SS11: Students analyze the major social problems, domestic and economic policy issues and foreign policy in contemporary American society.  
 **Learner Background:**   
Students have discussed the general aspects of WWII and have necessary knowledge of conducting research. Students have practice viewing key events from varying perspectives and interpreting events as such. As a class, we have discussed the events leading to American involvement in WWII, including the attacks of Pearl Harbor.   
  
**Student Learning Objective(s):**   
During the initiation, students will determine reliability of sources by viewing a government propaganda video and comparing their reasoning to the actual experiences of Japanese-American internees.   
During the main activity lesson, students will address questions surrounding Japanese-American Internment by analyzing and interpreting primary sources and documents.

**Assessment:**

Formative: Teacher will prompt large group discussions and assess student’s participation and content.

Summative: Bill of Rights violations worksheet.

**Materials/Resources:**

Government Video <https://youtu.be/k6gSShuQCUE>

Copy of the Bill of Rights (one per student)  
Bill of Rights Violations Pre-Assessment

Reflection journals

**Teaching Model/Strategy**:

Social Inquiry: Through social inquiry, students ask questions, gather information, and examine the background to important societal ideas and events. They are able to explore and analyze values and perspectives relating to these ideas and events; and develop understandings about issues and the ways that people make decisions and participate in social action.

**Learning Activities:**

* Watch and explain reactions to a demonstration between the teacher and selected student.
* Watch and respond to a government propaganda video.
* Complete a pre-assessment on the rights violations experienced by Japanese-Americans.
* Compare the government explanation compared to actual experiences.
* Teacher will show a government video that attempts to justify internment. Students will answer questions about the film after watching. This will then lead to a discussion on reliability and validity of sources

**Initiation:**

* The teacher will select one student prior to class to act out a scenario in which the teacher demonstrates an experience of an internee (see attached script).
* The class watches the scene play out then the teacher will ask questions about what they saw such as what they thought the student may have thought or what he/she felt or why the teacher had made the student move without providing an explanation.
* Teacher will introduce the background of Japanese-American Internment during WWII while discussing the morality of internment and effect of perspectives.

**Main Activity:**

* Teacher show a government video that attempts to justify the decision for Japanese-American internment.
* As a class, students will answer questions about the film after watching.
  + - What were some of the reasons for internment offered in the newsreel?
    - How does the newsreel portray internment? Is it positive or negative?
    - Who do you think the audience was for this newsreel
* Teacher will pass out a copy of the Bill of Rights for reference.
* Students will then complete a pre-assessment comparing the violations experienced by the internees to the aspect of the Bill of Rights it relates to. The teacher will model how this is done by reading the first one and matching it to the Bill of Rights article it violates.
* After the students have finished, the teacher will ask students to reflect on what the learned in the video compared to what the Japanese-Americans had experienced based on the violations listed. The students will write these in their reflection journals.

**Closure:**

* Once students have finished writing their response, the teacher will ask for volunteers to share some of their ideas. The teacher will ask students if they felt the government justification provided in the video was more or less trustworthy after comparing the video to the Bill of Rights violations experienced by Japanese-Americans.
* Teacher will end the lesson with an explanation of source reliability and historical interpretation.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Johnny | Johnny is hearing impaired and has a hard time hearing the TV. | Johnny will be given a headset help him hear the information from the video.  The video will also be captioned (subtitled). |
| Sam | Sam has ADHD and is easily distracted and often causes disruptions during videos in class. | During videos, Sam will sit at the front of the classroom near the screen and teacher and away from other visual stimuli.  Since Sam likes to tap his pencil on the desk during quiet times, teacher will demonstrate “quiet tapping” (which is tapping on the back of one’s own hand). |
| Julius | Julius is an ELL student and has difficulty comprehending information from classroom videos. | Teacher will ensure the video being shown is captioned (subtitled) so that the student can follow along.  Teacher will also meet with the student to provide one-on-one instruction and clarify any information. |

**Initiation Activity Script (“Relocation”)**

1. Choose a student at the start of class. Instruct him/her that at some point during class you were going to get very mad at him, berate him, and then move his seat. Instruct them to ask questions and act as if they have no idea why.
2. When the students settled into their seats tell them we are going to practice writing newspaper articles and headlines. Instruct them to write headlines for what happened in class that day.
3. While describing, interrupt yourself in mid-sentence to “yell” at student.
   1. As part of your “yelling” say angrily and loudly: “Wait a moment. Student! I’ve had enough of that. I want you to leave your books and your jacket and come up here and sit at my desk where I can keep an eye on you! Right now! Move it!”
   2. “What did I do?” student will ask.
   3. “I don’t have to tell you anything, student! Now move it!”
4. At this point announce: “OK, assume you are a reporter for the school paper and you are going to write a headline to explain what just happened.”
   1. Give them a few minutes then ask them to read their headlines out loud one by one. Write them on the board.
   2. Samples: “Teacher Forces Student Up Front!” “Mark Screams and Humiliates Jimmy in Social Studies!”
5. Then say, “Well, here’s my headline. What do you think of it: ‘Teacher Relocates Jimmy’?”
   1. “What’s wrong with my headline?” “Isn’t that what I did?” “Why do you think relocates is a weak word choice?”
   2. Define the word relocate.
6. Ask again if student was “relocated.”
7. Show actual newspaper headline “Nation Relocates Japanese Americans.” on the projector.
   1. Explain that in the years during and just after the war, the term used to describe the internment of Japanese-Americans was “relocation.”
8. Provide a brief introduction to Japanese-America Internment during WWII.
   1. After Pearl Harbor was bombed on December 7, 1941, the U.S. entered World War II against Japan, Germany, and Italy. Japanese Americans on the West Coast were targeted as threats to national security. Executive Order 9066 allowed the U.S. military to relocate Japanese to detention centers. Thousands of citizens and legal aliens were detained during the war, but no Japanese American was ever found to have collaborated with the enemy.
9. Show video explaining the Government’s reasons for internment.

The Bill of Rights

**Amendment I**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

**Amendment II**

A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

**Amendment III**

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

**Amendment IV**

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

**Amendment V**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

**Amendment VI**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

**Amendment VII**

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

**Amendment VIII**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

**Amendment IX**

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

**Amendment X**

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.



Matching Activity

Directions: Match the event/action on the left side of the page with the Amendment it breaks on the right side of the page by drawing a line between the two. Some Amendments will be violated more than once and some none at all.

A. Japanese who were suspected of spying, sabotage, or helping the enemy had their homes raided and had their things confiscated by the FBI.

B. Before the signing of Executive Order 9066, Japanese suspected of helping the enemy were arrested and detained. They were never given a trial.

C. Japanese were unwillingly removed from their homes and placed in internment camps.

D. Although most Japanese were punished by being placed in internment camps, they never were put on trial and were treated as automatically guilty of disloyalty to the United States.

E. Those who replied no to certain questions in a loyalty questionnaire administered to internees were taken to Tule Lake and considered disloyal. They were being punished for what they said.

I. Freedom of speech, press, religion and petition—Congress shall make no law respecting an establishment of religion on prohibiting the free exercise thereof; or abridging the freedom of speech.

II. Right to keep and bear arms

III. Conditions for quarters of soldiers- No soldier shall, in time of peace be quartered in any house, without consent of the Owner.

IV. Right of search and seizure regulated- The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures shall not be violated.

V. Provisions concerning prosecution- no person shall be held to answer for capital, or otherwise infamous crime, unless on a presentment of indictment of a Grand Jury.

VI. Right to a speedy trial and witnesses- In all criminal prosecution, the accused shall enjoy the right to speedy and public trial by an impartial jury.

VII. Right to a trial by jury

VIII. Excessive bail, cruel punishment- Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted

IX. Rule of construction of Constitution- The enumeration in the Constitution, of certain rights, shall not be constructed to deny or disparage others retained by the people.

X. Rights of the states under Constitution